

# Building a Culture of Writing Disciplinary Literacy K-5

Presented by  
Tameka Thomas Ed.S. &  
Melanie Lockett Ed.S.



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

# Universal Design for Learning Principles

*Planning for the learning needs of **all** students*

DeeDee Bunn

Program Specialist, Georgia Project for  
Assistive Technology

Special Education Services and Supports

Georgia Department of Education



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Georgia's School Superintendent  
*"Educating Georgia's Future"*  
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# What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:  
... a scientifically valid framework for guiding educational practice that:

- A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

# UDL Principles



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- Multiple Means of Engagement



Image courtesy of hywards at FreeDigitalPhotos.net

- Multiple Means of Representation



Image courtesy of nakorn at FreeDigitalPhotos.net

- Multiple Means of Action and Expression



Image courtesy of ddpavumba at FreeDigitalPhotos.net

Image courtesy of Stuart Miles  
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# For additional information



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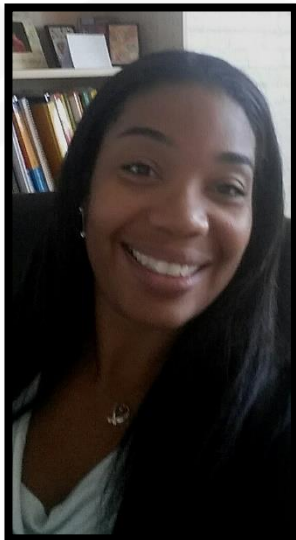
Each "Building a Culture of Writing" session is recorded and posted on the Georgia Standards.org website

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-Collaborative-Conversations-on-Building-a-Culture-of-Writing.aspx>

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners

# Session Presenters



Tameka Thomas, Ed.S.  
K-12 ELA Coordinator  
Griffin-Spalding County School System



Melanie Lockett, Ed.S.  
Academic Coach  
Orrs Elementary School  
Griffin-Spalding County School System

# Close Reading



# True/False



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A strategy

FALSE

Applicable to all text

FALSE

Should be done every day

FALSE

The same thing as cloze reading

FALSE



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Or

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# Close Analytic Reading



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- Requires prompting students with questions to unpack unique complexity of any text so students learn to read complex text independently and proficiently.
- Not teacher "think aloud".
- Students are encouraged to **read** and **reread** deliberately.
- **Text dependent questions** require **text-based answers** – evidence.
- Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the **meanings of individual words** and **sentences**; the **order in which sentences unfold**; and the development of ideas over the course of the text, which ultimately leads students to arrive at an **understanding of the text as a whole.**

# Complex Text



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Texts are sometimes above the **independent** reading level of most students. That's o.k



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**Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all**

**Bad dogs barking loud  
Big ghosts in a cloud  
Life doesn't frighten me at all  
Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all**

**Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all.  
I go boo  
Make them shoo  
I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
They go wild**

**Life doesn't frighten me at all.**

**Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.**

**That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.**

**Don't show me frogs and snakes  
And listen for my scream,  
If I'm afraid at all  
It's only in my dreams.**

**I've got a magic charm  
That I keep up my sleeve  
I can walk the ocean floor  
And never have to breathe.**

**Life doesn't frighten me at all  
Not at all  
Not at all.**

**Life doesn't frighten me at all.**

# Limited Frontloading



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A purpose for reading is set but a lengthy conversation about the meaning of the text or what students should expect to find in the text in advance of the reading is **not** present.





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Today you  
will be  
reading a  
poem about

**Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all**

**Bad dogs barking loud  
Big ghosts in a cloud  
Life doesn't frighten me at all  
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That doesn't frighten me at all.  
I go boo  
Make them shoo  
I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
They go wild**

**Life doesn't frighten me at all.**

This poem is  
by one of my  
favorite  
authors who

**Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.**

**That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.**

**Don't show me frogs and snakes  
And listen for my scream,  
If I'm afraid at all  
It's only in my dreams.**

**I've got a magic charm  
That I keep up my sleeve  
I can walk the ocean floor  
And never have to breathe.**

**Life doesn't frighten me at all  
Not at all  
Not at all.**

**Life doesn't frighten me at all.**

Let's go over  
the words  
that you may  
not know

# Ask themselves some basic questions as they read



Who is speaking?

Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
Big ghosts in a cloud  
Life doesn't frighten me at all  
Mean old Mother Goose  
Lions on the loose  
They don't frighten me at

What is a counterpane?

Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all.  
I go boo  
Make them shoo  
I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
They go wild  
Life doesn't frighten me at all.

Panthers in the park  
Strangers in the dark  
No, they don't frighten me

What is this poem about?

That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.

Don't show me frogs and snakes  
And listen for my scream,  
If I'm afraid at all  
It's only in my dreams.

I've got a magic charm  
That I keep up my sleeve  
I can walk the ocean floor  
And never have to breathe.

Life doesn't frighten me at all  
Not at all  
Not at all.

Life doesn't frighten me at all.

# Time to Chat or Tweet!



CultureofWriting  
@GaDOEEELA

Or

Use the chat feature



# Annotating



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**Students are regularly observed underlining, circling, and writing notes in the margins. Sometimes students write on bookmarks or sticky notes, and other times students write directly on the text.**



Shadows on the wall  
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# Answering text dependent questions



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- Teachers should ask, and students should answer, questions that require evidence from the text in their responses.



When does the rhyme scheme change in the poem?

Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
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And never have to breathe.

Life doesn't frighten me at all  
Not at all  
Not at all.

Life doesn't frighten me at all.

What is repeated in the poem and why is that important?

How does the author handle scary things?

What does the author hold on to that helps him/her be brave?

# Re-Rereading



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- **Repeated reading of the text in which each successive reading comes with a purpose or a question that influences the reading, is another feature of close reading.**

Is there evidence that this poem could be written specifically for a girl? Or specifically for a boy?

Shadows on the wall  
Noises down the hall  
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Not at all.

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Is there evidence that this poem could be written specifically for someone other than a child?



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# CLOSE READING NON-FICTION TEXT

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# Time to Chat or Tweet!



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## What is Nonfiction?



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@GaDOEEELA

Or

Use the chat feature



**What does it mean when a book is non-fiction?**

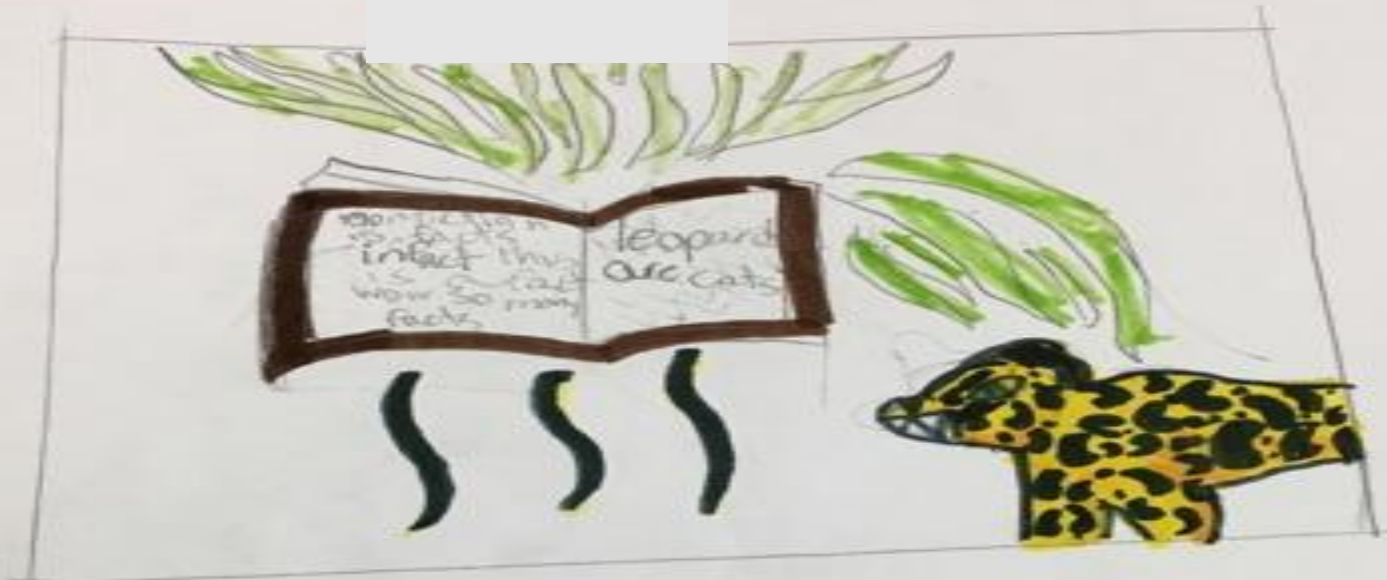
It is not-real

---

What does it mean when a book is non-fiction?

Non-fiction is a real story that gives

you information



it

is

FACTS ✓

i t

i s

REAL  
informative

i t

i s

Nonfiction

3 words that describe  
Non-Fiction

Real 1.

can be ~~Hi~~ History related 2.

Always true 3.

Illustration

History  
MLKJR.



Non Fiction  
Book



Wars



Non - Fiction

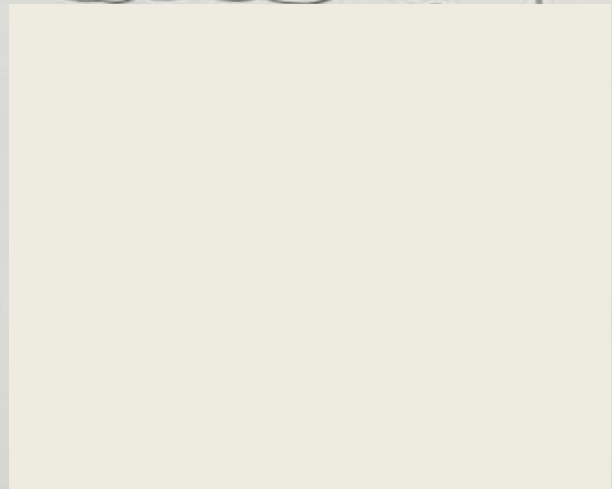
Real 1.

True 2.

Back Then 3.

Picture

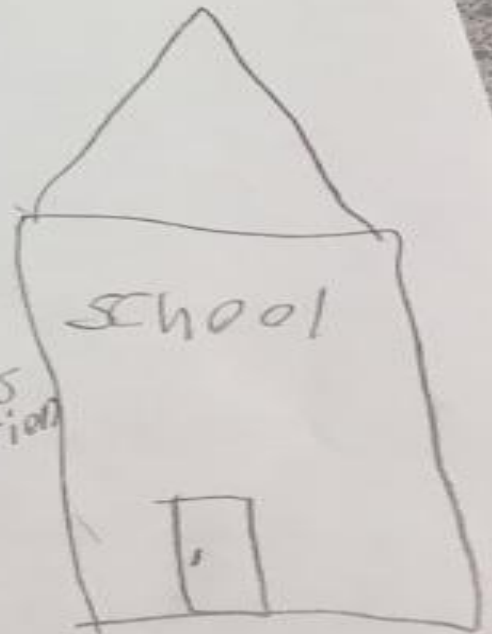
Thurgood  
Marshall



What is nonfiction

it is real.

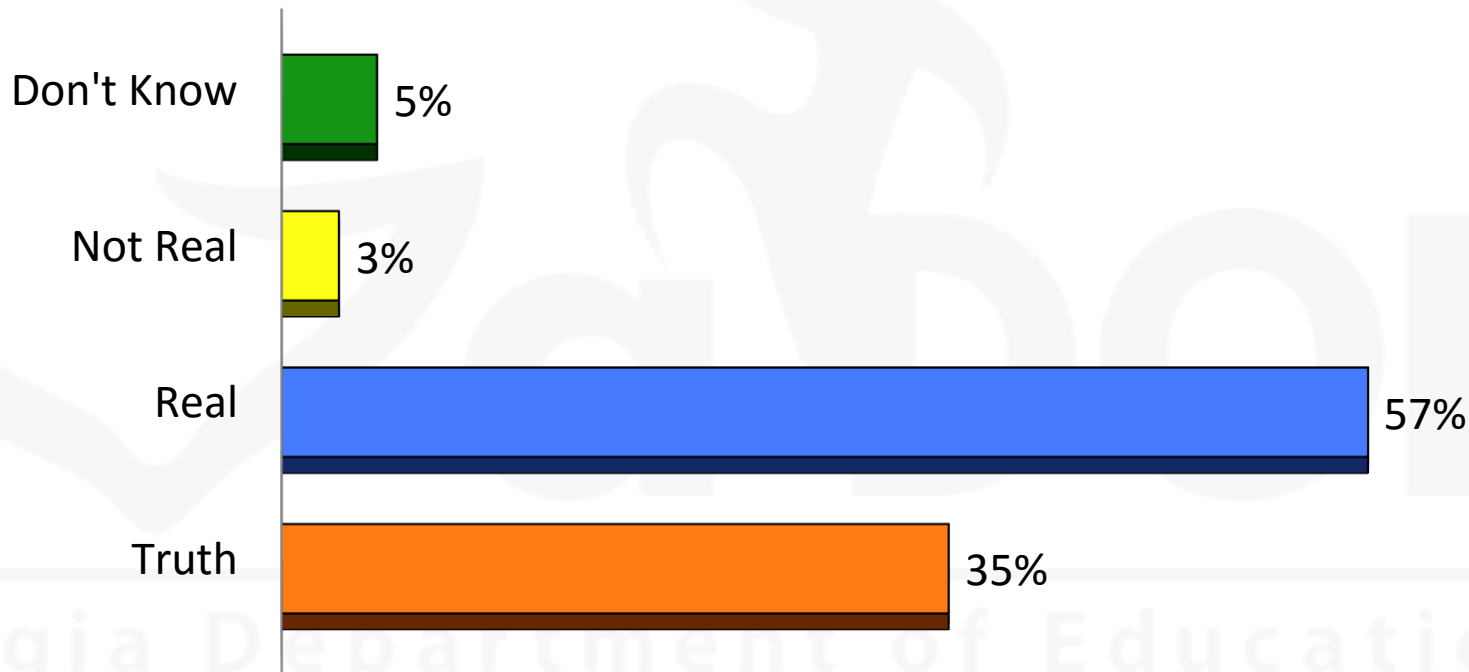
Someone  
going to  
School is  
nonfiction



# Nonfiction is...



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Truth Real Not Real Don't Know

**Truth**

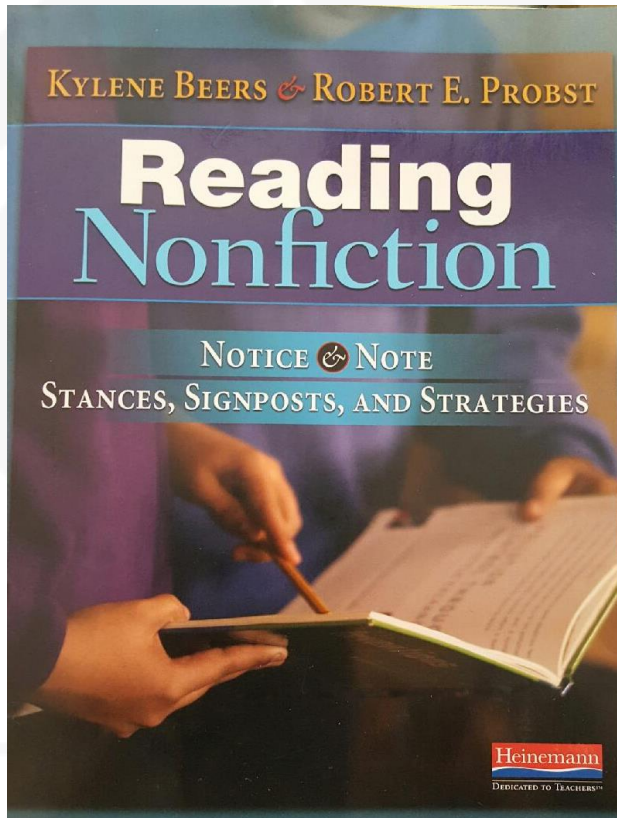
**True information**

**Information**

**Facts**



# What is Nonfiction?



*Robert Probst and Kyleene Beers suggest that*

*“Nonfiction is that body of work in which the author purports to tell us about the real world, a real experience, a real person, an idea, or a belief.”*

# Why We Need to Read Nonfiction So Critically

Fiction invites us into the author's world.



Nonfiction on the other hand intrudes into our world.



# Pluto Demoted

Day



whatever guys.

# *Pluto Is Demoted to ‘Dwarf Planet’*

By [DENNIS OVERBYE](#) AUG. 24, 2006



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[Pluto](#) got its walking papers today.

← That's funny!

Throw away the placemats. Grab a magic marker for the classroom charts. Take a pair of scissors to the solar system mobile.

After years of wrangling and a week of bitter debate, astronomers voted on a sweeping reclassification of the solar system. In what many of them described as a triumph of science over sentiment, Pluto was demoted to the status of a “dwarf planet.”

What does that mean?

↑  
Is it bad to be a dwarf planet?  
What is a dwarf?

Full article can be found at:

<http://www.nytimes.com/2006/08/24/science/space/25pluto.html?register=google>



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# Nonfiction Questioning Stances

- What surprised you?
- What did the author think you already knew?
- What challenged your way of thinking or confirmed what you already knew?

Stances taken from: *Reading Nonfiction*

*Notice and Note*

*Stances, Signpost and Strategies*

# BIG QUESTION

## What Surprised Me?

- ❖ I was shocked about...
- ❖ I was surprised when...
- ❖ I never thought...
- ❖ I could not believe...
- ❖ Really?



**BIG QUESTION**

What did the author think I already knew?

- ❖ I did not know...
- ❖ The author thought I knew...

# BIG QUESTION

What challenged, changed or confirmed what I knew ?

- ❖ At first I thought, but...
- ❖ I was right/wrong about...



## *Pluto Is Demoted to 'Dwarf Planet'*

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What surprised me

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Challenged, changed or confirmed

Full article can be found at:

<http://www.nytimes.com/2006/08/24/science/space/25pluto.html?register=google>



What surprised me

**Up All Night**

**Media devices are keeping kids awake, even when they're not being used**

**By Kate Samuelson for TIME and TFK editor**

Researchers analyzed hundreds of studies of children and teens aged 6-19. The scientists found a "strong and consistent association" between the use of technology at bedtime and poor sleeping.

The author thought I knew

The reason is not just that kids are staying up too late with their devices. Using a computer can over-stimulate the mind and emotions, the researchers say. A smartphone or tablet also emits a light that affects the body's natural timing and alertness.

Challenged, changed or confirmed

These factors contribute to poor quality sleep. And many kids could be at risk. According to the study, 72% of all children and 89% of adolescents have at least one device in their sleep environment. Most of these devices are used near bedtime.

Full article can be found at <http://www.timeforkids.com/node/492021>



**Model**

**Shared  
Practice**

**Independent  
Practice**



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# Close Reading with Ms. Lockett

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# Challenges

Words that describe pictures. I was surprised because non-fiction story really don't have this.

What did you?

Why? Words that such as picture. It surprised me because nonfiction story really don't have this page 4

# LOOKING AT RAINFORESTS

Imagine a forest unchanged for 60 million years, where giant trees reach up to the sky, their leafy branches blocking out light to the forest floor below. Imagine a place where the temperature hardly changes from day to night, season to season, year to year. A place where rain clouds hang in the sky and heavy downpours are common.

Why? A rainforest is such a

Picture. It surprised me because nonfiction story really don't have this page 4

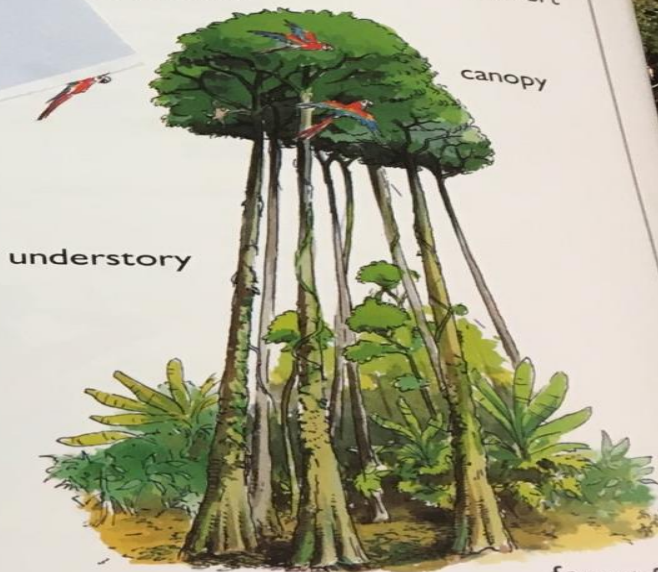
Rainforests have large numbers of people. People have lived in rainforests for generations.

## LAYERS OF THE RAINFOREST

Most rainforest life is found about 40 m (120 feet) above the ground, in the **canopy**. This is where the branches of the giant trees tangle together to form a lush, green platform.

Underneath the canopy, little can grow in the darkness. Where light does penetrate through the canopy, smaller trees and plants compete for space.

Little grows on the forest floor, but leaves and other debris rain down from the canopy. Plants, insects and animals convert this waste to food.



canopy

understory

forest floor

### DID YOU KNOW?

- Rainforests are the wettest areas of land in the world. As much as 10m (over 32 feet) of rain may fall during a single year in some places.
- Almost half of the world's rainforests have been cut down in the last fifty years and the clearance continues. In 1989 rainforests were disappearing at a rate of 24 hectares (60 acres) every minute.

I was shocked about people living in rainforest because I did not know that.

What surprised You?

- Why? I was shocked about living in rainforest because I did not know that. pg 4

## LOOKING AT RAINFORESTS

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Inside the rainforest, as much as two-thirds of all land-based animals and plants can be found.

Rainforests are not only home to large numbers of animals and plants. People have lived in rainforests for generations.

### DID YOU KNOW?

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What surprised me was that the temperature in the rain forest hardly changes. I didn't know that the temperature stayed the same. I always thought that it changed.

What surprised You?

• Why?

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I did not know people live in the rain forest. Pg.4

rainforest is such a

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What did the author think I already knew?

I did not know people live in the rainforest. Pg.4

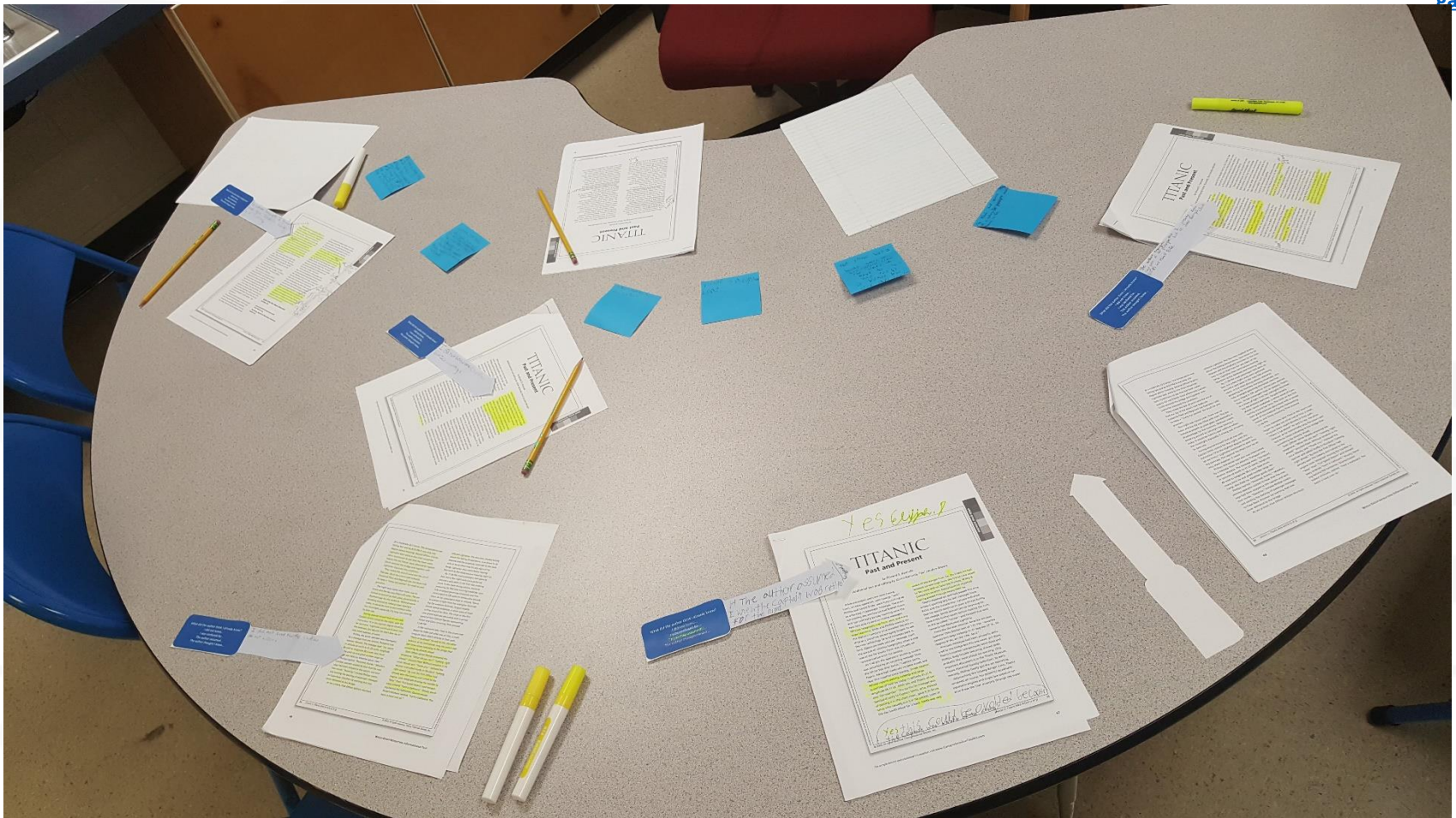
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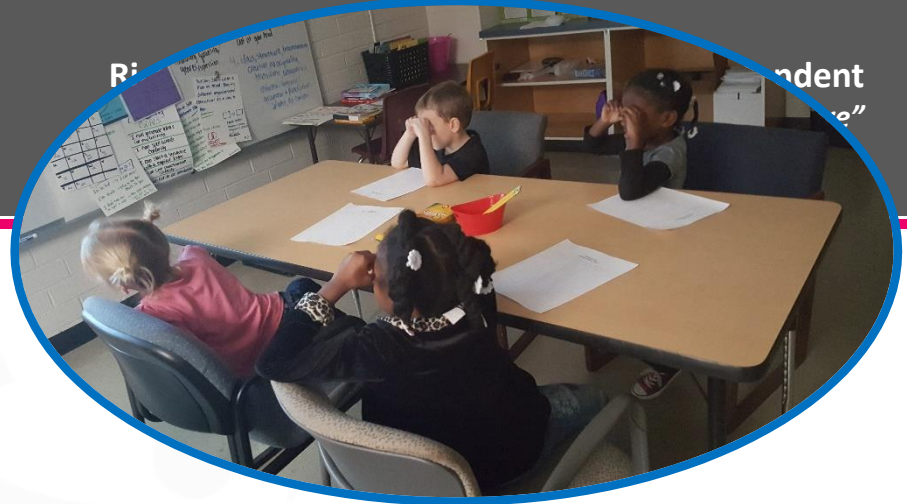
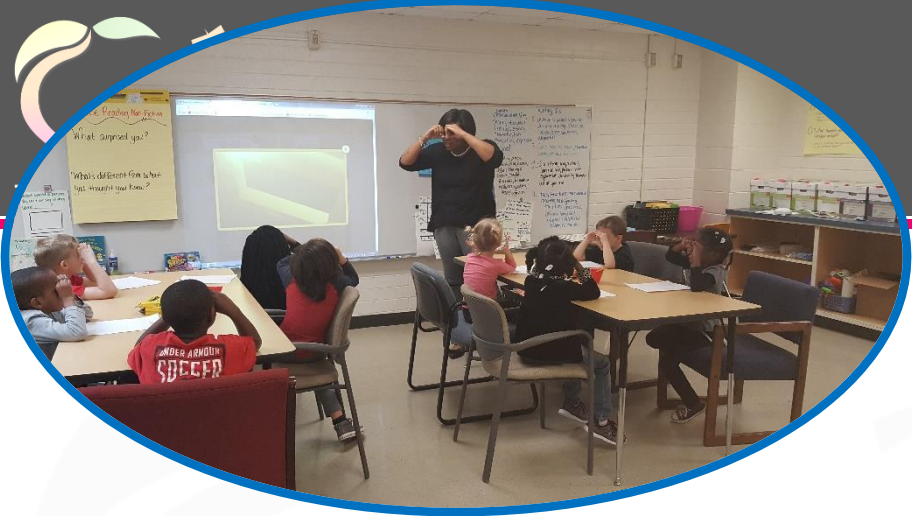
● Rainforests in the world (32 feet) of in some pla

● Almost half of the world's rainforests have been cut down in the



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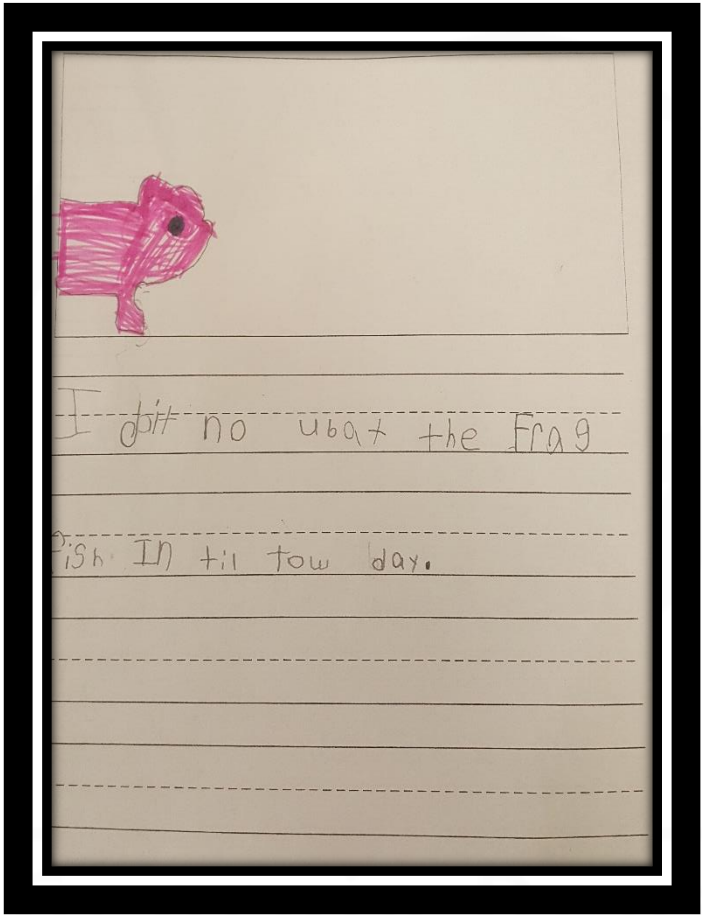


# KINDERGARTEN - FIRST GRADE



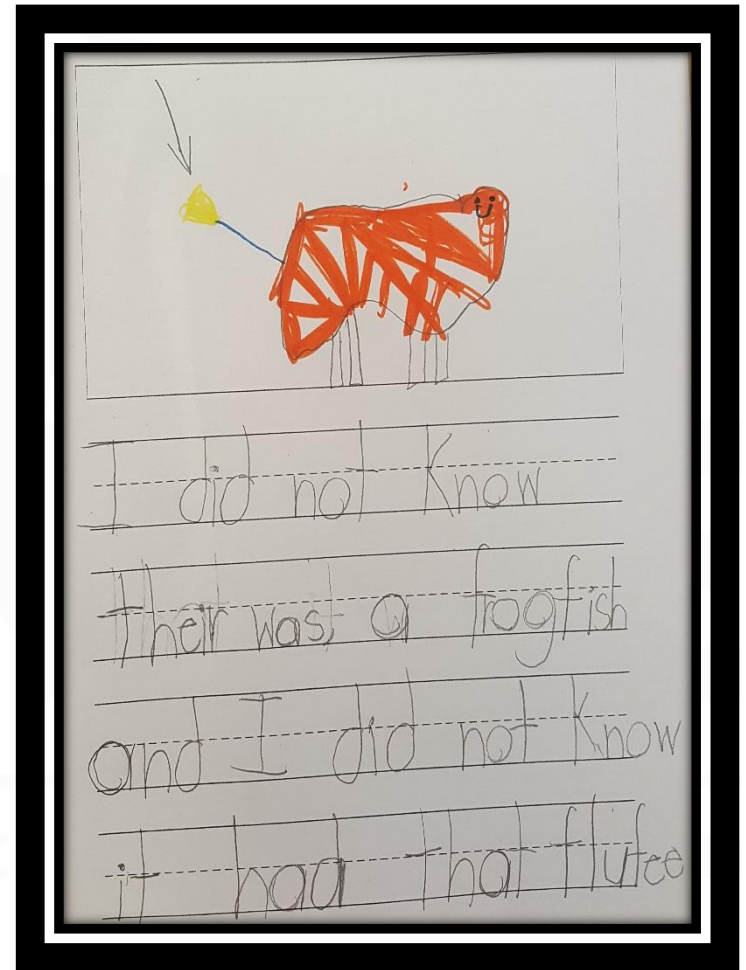
Oh my  
goodness!  
I did not  
know that!

I knew  
that!



Student Response 1

Student Response 2





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**“Perhaps we have a better opportunity at holding on to that skeptic’s eye if we remember we aren’t guest in the author’s world; he is a guest in ours.”**

*Kylene Beers*

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# WRITING ABOUT READING



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# Written Conversations

Do you want to go with me?

yes

no

Did you do your homework last night? Can I copy it?

Dear Mrs. Thomas,  
Please speak with Melanie about her behavior in class. She was very disruptive today.

Please just say yes. I REALLY, REALLY, REALLY like you. Don't you like me?

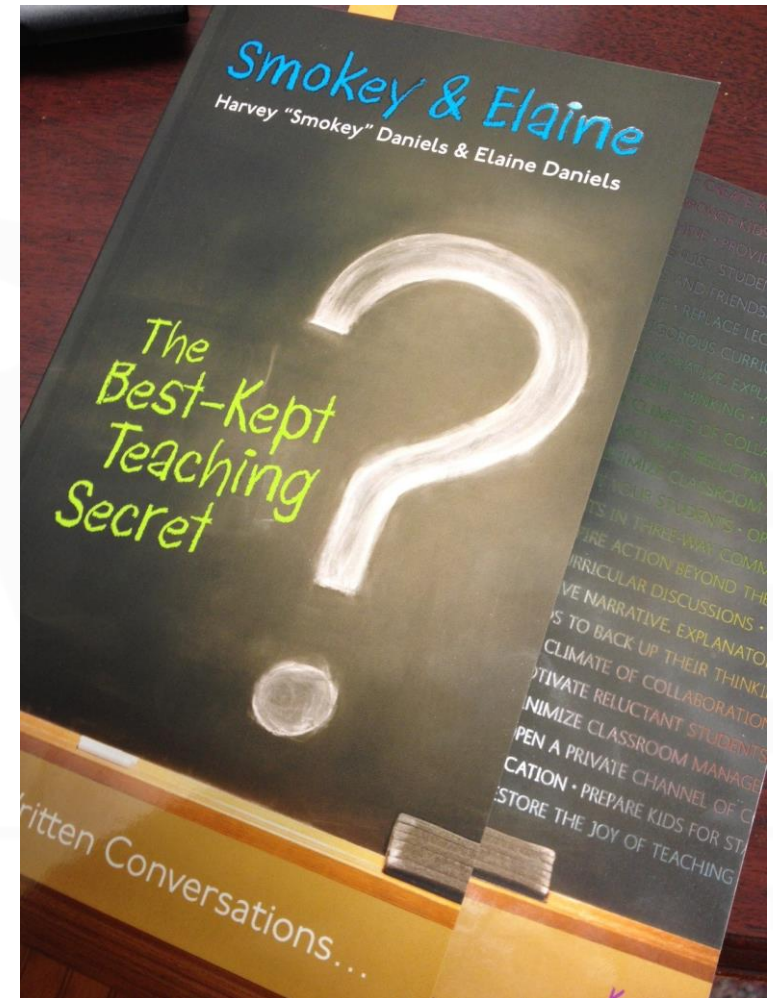
Dear Mrs. Mean,  
I'm sorry I didn't do my homework last night, I didn't understand it.



1960's  
1970's

Jana  
Staton

The Middle:  
Reading and  
Writing With  
Adolescents  
*by Nancy  
Atwell*



# Types of Written Conversations



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[ga DOE.org](http://ga DOE.org)

- **Writing Around The Room-** several text based quotes are placed around the room and students respond.
- **True Confessions-** Students tell the teacher what they thought of the lesson.
- **A Picture is Worth a Thousand Words-** Students are given a picture on the board to analyze. They then choose a word to describe it. Responses are exchanged and someone comments on your response asking a question.

# Benefits of Using Written Conversations in the Classrooms



Richard Woods,  
Georgia's School Superintendent  
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[gaDOE.org](http://gaDOE.org)

Create  
engagement

Create a positive  
attitude about  
writing

Teach students to  
back up their  
thinking with  
evidence

Create positive  
and individual  
relationships  
with students

# Dialogue Journals



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Georgia's School Superintendent  
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Partners thoroughly and thoughtfully respond in writing to the teacher's question, and then respond to each other's responses.

Students use dialogue journals for science articles, math problems and other curricular material.

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# Written Conversations with Ms. Dickson's Third Grade Class

Georgia Department of Education

## *Written Conversation*

### ***RULES***

- Your responses should be positive and meaningful.
- Your responses must be relevant and on topic.
- Your responses must ask a question or give constructive feedback.
- NO TALKING** during written conversation!



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### SCORING RUBRIC FOR WRITTEN CONVERSATIONS

Trait	C	S	R	NA	Notes
Has prepared for the discussion by reading, viewing, or researching					
Joins fully in conversation with substantial and sustained entries					
Responds directly to partners' relevant comments or questions					
Supports own views with evidence from the text/content/experience					
Digs below the surface of subject matter to develop new ideas and fresh interpretations					
Poses questions that advance the discussion					
Disagrees agreeably and specifically					
Builds on other members' ideas					
Stays focused on topic and observes timing					
Invites and acknowledges others' contributions					
Uses a respectful and inclusive tone					

C = Consistently; S = Sometimes; R = Rarely; NA - Not applicable



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“The ultimate goal for our teaching, is to help foster in children a self - extending system whereby children are independent readers whose reading and writing improve whenever they read and write .”

~Marie Clay~



# Helpful Websites



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

- <https://www.engageny.org/resource/close-reading-strategies-with-informational-text-by-expeditionary-learning>
- <http://www.learninga-z.com/commoncore/close-reading.html>
- <http://www.scholastic.com/teachers/top-teaching/2013/04/investigating-nonfiction-part-2-digging-deeper-close-reading>
- [http://www.isbe.state.il.us/common\\_core/pls/level2/html/close-reading.htm](http://www.isbe.state.il.us/common_core/pls/level2/html/close-reading.htm)
- [www.newsela.com](http://www.newsela.com)



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# Questions



# Let's Continue The Conversation



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Georgia's School Superintendent  
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# Universal Design for Learning



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)

DeeDee Bunn,

Program Specialist, Georgia Project for Assistive Technology

Special Education Services and Supports

Georgia Department of Education

# Additional Professional Learning Opportunities

## National Writing Project Summer Institute



### Kennesaw Mountain Writing Project

#### Institute Dates & Times

- March 3 — Application Deadline
- April 27 (pre-ISI workshop) — 5:00-7:00 p.m.
- April 29 (pre-ISI workshop) — 9:00 a.m.-2:00 p.m.
- June 10 — 8:00 a.m.-3:00 p.m.
- June 12-23 — 8:00 a.m.-3:00 p.m.

And once a month throughout the 2017-2018 school year

Kennesaw Mountain Writing Project (Kennesaw State University):

[kmwp@kennesaw.edu](mailto:kmwp@kennesaw.edu)

# SSWC

Student Success in Writing Conference



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

## THE DETAILS

### WHAT IS IT?

An academic conference bringing together high school, 2-year and 4-year writing teachers and administrators dedicated to improving student success in writing.

### WHEN AND WHERE IS IT?

April 7, 2017, at the International Trade and Convention Center in Savannah, Georgia.

## THE COST

- Early bird registration (until March 10): \$100
- Regular registration (after March 10): \$115
- Part-time faculty & student registration: \$55

## ADDITIONAL INFO

- **Conference website:**  
[www.georgiasouthern.edu/sswc](http://www.georgiasouthern.edu/sswc)
- **Program Draft and Schedule:**  
<https://goo.gl/gSrFKV>
- **Email:** [sswc@georgiasouthern.edu](mailto:sswc@georgiasouthern.edu)

## PROGRAM HIGHLIGHTS

### Keynote Speaker

Christine Farris on "What We Do with Texts: Aligning Reading and Writing across the High School/College Divide"

### Innovative Teaching Ideas

From "Taking Gamification Seriously" to "Teaching Rhetorical Analysis through Music," sessions throughout the day provide practical strategies for teaching writing in new ways.

### High School/College Connections

Sessions such as "Dual Enrollment or Duel Enrollment" and "From the Horse's Mouth: Preparing Students for the First Year of College" offer insights into helping student writers transition from high school to college.

### Fresh Approaches to Feedback

Presentations such as "Remixing Responses: How Multimodal Feedback Encourages Reflection and Awareness" provide insights into how to offer feedback that makes a difference.



DEPARTMENT OF  
WRITING AND LINGUISTICS

Thank  
you



DOE

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